

ANALYSIS ON STUDENTS' METAPHOR PARAPHRASE IN THE PICTURE OF DORIAN GRAY

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Abstract: This study aims to know students' ability in paraphrasing metaphors found in the novel within certain chapter in sixth semester students of English Department Study Program of Tanjungpura University in academic year 2016/2017. The method used is the descriptive qualitative method which is to find deeper understanding toward students' ability in paraphrasing the metaphors. The population of this research is 10 students who produced 100 text of metaphor paraphrase. The result of this study shows that the students used all the procedure except calque. The most used procedures by the students are equivalence procedure with percentage 29% out of 100%. At the end of the research, the researcher found that the students skill in paraphrasing the metaphor were quite good. The students scored above average in total nine of ten students. Thirty three errors found in total consist of fourteen errors in grammar and nineteen errors in paraphrasing.

Keywords: *Paraphrase, Metaphor, Students' Ability*

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan dalam menafsirkan metaphor pada novel dalam bab tertentu oleh mahasiswa semester enam Pendidikan Bahasa Inggris Universitas Tanjungpura tahun ajaran 2016/2017. Metode penelitian yang digunakan adalah deskripsi kualitatif untuk pemahaman lebih dalam terhadap kemampuan siswa menafsirkan metafor. Populasi penelitian ini adalah 10 mahasiswa yang menghasilkan 100 teks tafsiran metafor. Hasil penelitian ini menunjukkan bahwa mahasiswa menggunakan semua prosedur kecuali calque. Prosedur yang paling banyak digunakan adalah prosedur keseimbangan dengan persentase 29% dari 100%. Diakhir penelitian, peneliti menemukan bahwa kemampuan mahasiswa dalam menafsirkan metaphor cukup baik. Mahasiswa memiliki nilai di atas rata-rata dengan total 9 dari 10 orang. Total tiga puluh tiga kesalahan ditemukan terdiri atas empat belas kesalahan di tata bahasa dan sembilan belas kesalahan dalam menafsirkan.

Kata Kunci : *Tafsiran, Metafor, Kemampuan Mahasiswa*

People communicate through many forms of languages. There is a figurative language that is commonly used by people to communicate. Croft (2000) figurative language is a symbolic or metaphorical and not meant to be taken literally. Figurative language is used in any form of communication, such as in daily conversation, articles in newspaper, advertisements, novels, poems, etc. Perrine cited in Rislah Nuur (2011) divides figurative language into seven types, namely metaphor, simile, personification, metonymy, paradox, overstatement, understatement, irony and illusion. We find the types of figurative language in a literary works.

Literary work is a product of literature made by someone. Literary works can be found in form of drama, fiction (novel), prose and poetry. The closest literary work to human is novel. O'Connell (2012) even state literary books are not better than any other type of books and elements of what makes literary fiction are found in most novel. The novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the written word, representations of human life that instruct or divert or both (Burgess). Novel (fiction) is also one of the common media that is used by the educational system especially English Department of FKIP Tanjungpura to help the student being able to communicate and learn about different cultural background. In this case, fiction which also taught about novel is the subject for the student to apply the work. In the novel, we learn about figurative languages that has been told before which is one of them is metaphor. In the novel, the author tends to use metaphors or similes in their writing to show what they actually means in the implicit ways in order to make their writing attractive. To understand what the author want to express, the student need to be able to translate the author writing in a correct way especially on the metaphors. Hawkes cited in Youseffi (2009) metaphor is, a figurative trope, etymologically originating from the Greek "metaphora", means "transference of a word to a new sense". Metaphor is the expression of an understanding of one concept in terms of another concept, where there is similarity or correlation between the two. There are so many types of metaphor. Cited in RislahNuur (2011), Peter Newmark divided metaphor into six types: dead metaphor, cliché metaphor, standard metaphor, adapted metaphor, recent metaphor and original metaphor. In encoding the metaphors into the target linguistic symbols we must pay due attention to the cultural divergences in order not to make misunderstanding and appropriate style to achieve the same effect that the source text brings upon the native readers. Metaphor is commonly found in a novel. If the student cannot understand the meaning of the metaphors in the source text and fails to analyze them correctly, then the risk will be a misunderstanding.

Most authors agree that it is novel metaphors which are most difficult to paraphrase, whereas conventional and lexicalized metaphors are the most translatable "if the systems involved are culturally close" (Rabadán Álvarez, quoted in Samaniego Fernández). Clearly, metaphors may become a translation problem, since transferring them from one language and culture to another may be hampered by linguistic and cultural differences (Schäffner, 2004). There are three

types of translation according to Jakobson. One of them is intralingual translation which is a way of rewording or paraphrasing, summarizing, expanding or commenting within a language. Paraphrasing is a technique to rewrite something in different way. In order to deliver the right meaning it would be difficult. It is also happen to paraphrase, even when they use similar language, the understanding might be different consider to the culture.

Based on the problem faced above, the researcher started to do the analysis of *The Picture of Dorian Gray* focused on the metaphor paraphrasing by the student of English Department of FKIP Tanjungpura University who has done taking translation subject. The aims of this study were to find out the procedures used in paraphrasing the metaphors in the novel, *The Picture of Dorian Gray*, by Oscar Wilde and how good the students are in paraphrasing. Finally, the researcher hopes that the result of this research may help the student to be able to use any kind of procedures in paraphrasing metaphor. For individual evaluation, the result of this study helped to show the most dominant procedure used by the student in paraphrasing metaphor and to know the ability of students in paraphrasing the metaphors. Furthermore, it can be used by the other researcher as reference in doing similar research study or conducting a further research.

METHOD

The research conducted to analyze the procedure used by the students and to know the ability of the students in paraphrasing the metaphor. In order to fulfill the needs of providing accurate data and information about the variable being studied, the researcher conducted descriptive qualitative method.

According to Chandra, Fraenkel and Wallen stated that descriptive qualitative method is used to explain, analyze, and classify something through various techniques, survey, interview, questionnaire, and test. Qualitative methods use descriptions and categories (words), for examples, open ended interviews, naturalistic observation, and document analysis. The researcher analyzed the data one by one or detail.

Cited in Chandra, Bogdan and Knopp in Fraenkell and Wallen describe five characteristics of qualitative method. First, the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. Second, qualitative data are collected in the form of word or pictures rather than numbers. Third, qualitative research is concerned with the process as product. Fourth, qualitative researchers tend to analyze their data inductively. Fifth, how people make sense out their lives is a major concern to qualitative researchers.

The researcher used a descriptive qualitative method as her research methodology and chose test as her instrument of research. The researcher took the data of the research from novel "The Picture of Dorian Gray" by Oscar Wilde in the original version which is published in the year 1890. In this research the researcher focused on the students' ability of paraphrasing metaphor found in the novel *The Picture of Dorian Gray* in chapter twelve and thirteen and what

procedure they used in paraphrasing. In consideration too many text to paraphrase for the time being, the researcher chose only two chapters as the representative of the most metaphor found in the novel “The Picture of Dorian Gray” by Oscar Wilde.

For the subject of the research, researcher picks the paraphrase done by the sixth semester students of English Education Program as the population. Population is a set of data used to be investigated in which samples can be taken. According to Chandra (2015), Sugiyono also explains that “a population is generalization area consisting object or subject which has certain quality and characteristic that is determined by the researcher in order to be learned and taken its conclusion”.

The researcher used dual technique of sampling method, which is purposive random sampling and convenience sampling. Purposive random sampling is sampling method used by looking for the representatives of all population randomly. Purposive random sampling involves taking a random sample of a small number of units from a much larger target population (Teddle, 2007). On the other hand, convenience sampling is sampling method used by looking for the sample by chance of easy access. Kemper from Teddle stated that the sampling strategy should be feasible and efficient. The researcher combined these two techniques as the way of choosing the sample. The sample chosen by looking at the probability of easy access and have represent result for the result. In this research, the samples were 10 students of sixth semester who have done the translation subject which have the representative result for all group.

The data were collected through a test, which means that the data source was delivered from the students by paraphrase the text given to them, and then being analyzed by the researcher to identify the procedures used by the students in paraphrasing the metaphor and to know how good the students ability in paraphrasing the metaphor. The researcher also provided a scoring rubric in order to make the scoring more objective.

Table 1
Translation Skill/ Paraphrase Skill

Score	Condition
5	Paraphrase demonstrates astute and creative solutions to paraphrase problems. Skillful use of resource materials is evident. No errors are found.
4	Paraphrase demonstrates consistent ability in identifying and overcoming paraphrase problems. No major errors and very few minor errors are evident.
3	Paraphrase demonstrates a general ability to identify and overcome paraphrase problems. However, a major paraphrase error and/or an accumulation of minor errors are evident and compromise the overall quality of the paraphrase.

2	Paraphrase demonstrates some trouble in identifying and/or overcoming paraphrase problems. Several major paraphrase errors and/or a large number of minor errors are evident and compromise the overall quality of the paraphrase.
1	Paraphrase reflects an inability to identify and overcome common paraphrase problems. Numerous major and minor paraphrase errors lead to a seriously flawed paraphrase.

Table 2
Grammar and Mechanics

Score	Condition
5	Paraphrase shows a masterful control of TL grammar, spelling, and punctuation. Very few or no errors.
4	Paraphrase shows a proficient control of TL grammar, spelling, and punctuation. Occasional minor errors.
3	Paraphrase shows a weak control of TL grammar, spelling, and punctuation. Paraphrase has frequent minor errors.
2	Paraphrase shows some lack of control of TL grammar, spelling and punctuation. T is compromised by numerous errors.
1	Paraphrase shows lack of control of TL grammar, spelling and punctuation. Serious and frequent errors exist.

Table 3
Score and Grades

Score	Grade
10-9	EXCELLENT
8-7	ABOVE AVERAGE
6-5	AVERAGE
4-3	BELOW AVERAGE
2-1	POOR

(Chandra, 2015)

FINDINGS AND DISCUSSION

Findings

After conducting a research in students' paraphrase in metaphor in form of novel chapter to sixth semester students of English Education Program of Teacher Training and Education Faculty of Tanjungpura University in academic year

2016/2017, the researcher obtained the substantial data for the sake of research findings. Then, to answer the research problems, the researcher analyzed the gained data and the result is as follows:

1. The Process of Students Paraphrase

Metaphors used in this research are metaphor found in chapter twelve and thirteen. Total amount of metaphor found are 10 metaphors. In the process of paraphrasing students have some different procedure used, but they also have similar procedure in some texts. Here are the detail explanations for each text:

Metaphor found in the first text is “heavy bill”. The word heavy bill can be paraphrase as “expensive cost”. The text above means it was a rather expensive cost to spend to something that didn’t really useful for him. From 10 students; there are 6 who choose equivalence procedure, 3 who choose literal procedure, 1 no procedure. From the analysis most students tends to paraphrase using synonym substitution by changing the word heavy and bill into expensive cost or high cost. Most of the students thought that heavy bill here refers to amount of money or amount of bill that has been spent to something that unbalanced.

The second text has the mask of his shame as the metaphor found. The word “the mask of his shame” can also means “his shameful act”. “The mask” refers to what the man do that can’t be shown to other because he is embarrassed that refers to “his shame”. The text means he looked at something that can be shown to other since it was his shameful act. From 10 students; 6 used adaptation procedure, 2 no procedure and 2 borrowing procedure.

The metaphor found in the third text is “they are dead” means “they are over”. The text means the days they talked about is something in the past so Alan didn’t want to talk about it again because they are already past. From 10 students, 8 choose equivalence procedure, 2 choose literal procedure. Mostly students choose equivalence procedure through synonym substitution method of paraphrasing. They change the word dead with similar word like past, gone, vanish and over. On the other side, 2 students choose literal procedure by using antonym substitution as the method of paraphrasing.

In the fourth text, the metaphor found is the word “hand of lead”. The text means that the hand upon his shoulder weighed like a burden. He is under pressure because of the responsibility. Students have different point of view in paraphrasing this metaphor. This metaphor was paraphrase by the students with the same procedure which is modulation procedure. It’s hard to choose the right procedure used, but the consideration is they have paraphrase the metaphor by looking at their own point of view. That is why the procedure used is modulation. They try to state the meaning into different word that suitable for their culture by using whole substitute method of paraphrasing.

In the fifth text, the metaphor found a word “flower like” that can also be understood as beautiful. We know that flower is always interpreted as something beautiful. The text means that the man will let the woman go as beautiful as before, or the other word, the man will do nothing to the woman. Almost all the students answer this question to transposition procedure. From 10 students, 9

choose transposition procedure and 1 chooses no procedure. They paraphrased the metaphor using noun/ adjective conversion. They change the form of word into another form without changing the meaning.

The word “sonnet” which found in the sixth text, can be interpreted as music or melody. It is shown that Dorian is an artist whose life is all about art even his days is like a melody of his music. Many students used synonym substitution as their method of paraphrasing. They paraphrase this metaphor to equivalence procedure. From 10 students, 9 chose equivalence procedure and 1 chose modulation procedure.

In the seventh text, the metaphor word is “poisoned” which can be interpreted as addicted to something. The text means that Dorian addicted to a book that given by Harry. He thought that book is like a drug which he can’t stop thinks about. The students interpret the word poisoned into literal meaning. They paraphrase it into “murdered” and “kill” but there is also who answered “harm” which can be categorized into action substitution method of paraphrasing. They change the action with the same meaning. Some students also paraphrase by using external knowledge method of paraphrasing and change the word into addict, affect, and troubled. From 10 students, 6 choose literal procedure and 4 choose adaptation procedure.

The word “like a thrush singing” found in the eighth text. The text means the girl laughed so beautifully that makes Dorian feel like listening to a beautiful singing. The researcher assumes that the student hard to understand the meaning of the text. All of them use whole substitution as their method of paraphrasing. They change the whole word into new word which can be assumed as their understanding of the word. The procedure that the students used can be both adaptation and no procedure. Some answer which can make sense can be categorized as adaptation procedure which 8 out of 10 students choose. In the other hand 2 of them choose no procedure as their procedure in paraphrase the metaphor.

The word monstrous itself can be interpret as horrible thing or terrible. It means that the idea that comes in Dorian’s mind is shameful to do. In the ninth text, the student comes to the idea that monstrous here is a something big. As the result, all the students choose modulation procedure in paraphrasing the metaphor.

In the last text, the metaphor found is death. Here, the word death doesn’t means death for real situation. Francis here looks as pale as someone who death (corpse). The student can exactly get the point to what this text means. They translated it into several different answers but have same meaning. Most of the students choose synonym substitution as their method of paraphrasing, which is means also using equivalence procedure. On the other hand there are also students who choose to use general substitution, and one of them even use co-referent substitution as their method of paraphrasing. From 10 students who participate, 6 of them choose equivalence procedure, 3 choose modulation procedure, and 1 chooses borrowing procedure.

2. The Percentages of Translation Procedure Used by Students to Paraphrase The Metaphor

The percentages of the procedure used by the students in paraphrasing the metaphor found are shown in the table below.

Table 4
Table of Procedure Frequencies and Percentages

Procedure	Frequency	Percentage
Borrowing	3	3 %
Calque	0	0 %
Literal Translation	11	11 %
Transposition	9	9 %
Modulation	24	24 %
Equivalence	29	29 %
Adaptation	18	18 %
No Procedure	6	6 %
TOTAL	100	100 %

Based on the result found from the percentage, the most dominant procedure used by the students is equivalence procedure with 29%.

3. The Score of Students Paraphrase

Calculated by the scoring rubric from Chandra, students score in paraphrasing metaphor are shown below.

Table 5
Students' Paraphrase Scores

No.	Name	Score	Quality
1.	Cici	7	Above Average
2.	Lidya	8	Above Average
3.	Siti	8	Above Average
4.	Wiwin	8	Above Average
5.	Riska	8	Above Average
6.	Yuyun	7	Above Average
7.	Nanda	8	Above Average
8.	Nita	8	Above Average
9.	Fifi	5	Average
10.	Lisa	7	Above Average

Nine of ten students were in above average score which mean they have some errors in their work but still acceptable.

Discussions

Discussion of Procedure Used by the Students

Based on the gained data, the researcher concludes that the students of English Education Program of Teacher Training and Education Faculty of Tanjungpura University in academic year 2016/2017 tend to use equivalence and modulation translation procedures in paraphrasing metaphor. The most used translation procedure in paraphrasing the metaphor is equivalence procedures. The researcher comes to the idea that the students tend to paraphrase using similar meaning word. The method that been used by the student in paraphrasing using this procedure is synonym substitution. The students find it easier to paraphrase using synonym for mostly metaphor found. Total percentage for equivalence procedure is 29 out of 100%. This procedure mostly found in the text 1, 3, 6, and 10.

The second most used procedure comes to modulation procedure. 24% from total students' work use this procedure because the student paraphrase the metaphor found by looking on their point of view. The students tend to change the word to something that familiar to their culture because they find it hard to understand the metaphor, just like in the text fourth and ninth. Mostly student use this procedure because they don't know how to paraphrase the metaphor correctly. They just pretend to know the meaning and change the word into something understandable.

The third most dominant procedure used by the students is adaptation procedure. The students use several method of paraphrasing to come to this procedure. Some of the student use whole substitution method, some other use external knowledge, and the rest use semantic implication as their method of paraphrasing. The students think that it is easier to paraphrase by changing the whole word found as metaphor as a new word. They pretend the metaphor is hard to understand when they try to paraphrase it to their culture background. So, that is why they change and look after the basic knowledge of the metaphor found and relates them to their culture without changing the meaning.

The other procedures like literal, transposition, and borrowing have been chosen with the similar result of percentage which is 11%, 9% and 3%. The students also choose no procedure with 6% of percentage out of 100. The students end up using no procedure as their procedure because they hard to find the exact way how to paraphrase the metaphor. They choose no procedure as their last option which is means they paraphrase the metaphor without using the method. They paraphrase the metaphor into something that they thought is the nearest word to the exact meaning.

Based on students work, researcher found that in paraphrasing the metaphor, we can use several method of paraphrasing that can help us to know what procedure we used. For example, from text 1 mostly students' use synonym substitution to paraphrase the metaphor. The synonym substitution method works

by substitute the metaphor to their synonym. Just like in the text 1, the metaphor “heavy bill” was substitute to “expensive cost”.

For text 2, students tend to use adaptation procedure and some other use no procedure to paraphrase. The students work show that they hard to find the exact meaning from the metaphor “the mask of his shame”. The researcher concludes that the meaning which students catch is “his shameful secret” relate to the work.

In text 3, students also use synonym substitution method and end up using equivalence procedure by substitute the metaphor “they are dead” to similar word like, “they are past”, “they are over” and the other. The students easily find the meaning.

Through the result, the researcher assumes that student rather choose to paraphrase the metaphor to synonym word or something similar, then come to paraphrase into something familiar to their culture based on their point of view which can be also change into new word that they have adapt, and come to the last choice, student tend to paraphrase with no procedure when they didn’t understand the meaning of the metaphor.

Discussion of Students’ Paraphrasing Ability

As sixth semester students of English Education Program of Teacher Training and Education Faculty of Tanjungpura University in academic year 2016/2017, the students who participate in this research were expected to present good quality paraphrase. In fact, the students were in above average score in paraphrasing metaphor found in the chosen novel.

Eventhough the score quite good but still there were some mistakes found in students work. Somemisunderstandings occur in their paraphrase, including incorrect and inaccurate article, verb, and grammar. Students also did some errors in writing the paraphrase. The error that occurs often is the use of non-standard target language word.

Thirty three are found in students paraphrase. Fourteen errors in grammar and nineteen errors in paraphrasing the metaphors. Nine from ten students got above average scores in range 7-8 total score of each. Each of them have similar problem in paraphrasing the metaphor found. The students still confused with the new term they found. They also did some mistakes in grammar. Most of them forgot to put article (a, an). Some also wrote sentences using incorrect tenses.

CONCLUSION AND SUGGESTION

Conclusion

According to the discussion of the research, it can be concluded that the sixth semester students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University who participated in this research use all the procedures except calque. They are borrowing, literal, transposition, modulation, equivalence, adaptation and no procedure procedures. From all of the procedure that they used, they tend to use equivalence and modulation procedure

the most in paraphrase the metaphor found in the chapter twelve and thirteen in the novel “The Picture of Dorian Gray” by Oscar Wilde. The most dominant used procedures in paraphrasing metaphor found in the chapter twelve and thirteen in novel “The Picture of Dorian Gray” by Oscar Wilde by sixth semester students of English Study Program of Teacher Training and Education Faculty of Tanjungpura University is equivalence procedure with the most percentage 29 %. The students tend to paraphrase by substitute the metaphor into synonym word or similar word the most. From ten students, there was one student in average score and nine of them are in above average score. The students are quite good in delivering the meaning of metaphor found. Eventhough the score quite good, but there were still some mistakes found. Thirty three errors are found in students work. Fourteen errors found in grammar and nineteen errors found in paraphrasing the metaphors.

Suggestions

Students should master the translation procedures in order to produce an accurate, clear, and natural translation or paraphrase. Students also need to have the knowledge about paraphrasing method that can help them easily in paraphrase the metaphor without changing the meaning. Before paraphrasing the metaphor, students also should have the knowledge about figure of speech, especially about metaphor itself to help them understand deeply. They should find the most appropriate procedures to paraphrase the metaphor that would not reduce the aesthetic value of the language.

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